Response to Intervention
Cohort/Pilot training session:
Progress Monitoring: Measure What You Treasure

Session 1

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Growth Data and Progress Monitoring
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Dr. Cave: It's on. Okay. Good afternoon, is everybody back? Pretty much? I have to commend all of you, when we were looking at this subject and saying that progress monitoring at this level, and understanding student percentile growth was something that, it's where we're moving in terms of accessing student progress. It's where we're moving in terms of looking at how we define adequate yearly progress. We thought oh man, oh man, this is goin' be a tough one but we got to do it. And Joanna's amazing right? I mean, I, we were all engaged. [Laughter]

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Dr. Cave: Because we're all just talking and thinking about all of this, so we're looking to the rest of your presentation, looking forward to the rest of your presentation, we'll get started, okay.

Dr. Garner: All right thank you Cindy. Excuse me, how was lunch? It was good? That's good. So now it's after lunch. And we're all relaxing in those comfortable chairs, I was giving a presentation a couple weeks ago where they served cupcakes at lunch. I'm like you got to be kidding me, I'm on after the cupcakes. How do I compete with that? So stay with me, stay with me we'll get there. So, for the next hour and, hour and a half or so we're gonna continue to talk about student growth percentiles, and the type of data that you have access to. And what you could choose to do with it. And then we're gonna talk about how you might take this information back to your division.

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Dr. Garner: We'll talk about professional development in your division, who needs to know about this information, what kinds of questions might people have, and what kinds of ways are you thinking that this may add to what you already have when you're looking at progress monitoring. Excuse me, this morning we started out with an individual view. Right? We started out thinking about what does this look like for a particular student. And we talked about how for any particular student you can have a growth percentile that looks at that student in relation to other students across the state, okay. So now what we're gonna do is we're going to kind of shift the lense with which

we've viewing this data. Instead of looking at this at the individual level, we're going to look at it at slightly higher levels.

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Dr. Garner: In terms of how we could aggregate that data, and what it might tell us at different levels of aggregation and also what it might not be able to tell us. And that's, that's always something, you know when I used to teach statistics, I would always say you know, what is in this equation, and what is not in the equation? And what is not in the equation is often as important as what's in the equation, because it tells you about the limitations, or it tells you about the parameters and the assumptions of that particular statistic. So we take that idea as an analogy you can look at growth data, and it can tell you some things. But sometimes quite honestly it just raises additional questions, and so you at the school level or at the division level it may raise questions for you that mean that you go and do some more detective work. Rather than drawing conclusions based on what you're seeing in the data, you may actually have to go ahead and use more data, or ask more questions, or go and speak to people, or however else you're using this.

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Dr. Garner: It's one additional tool in the toolbox. I want to credit the mini-session three was originally developed by Donna Meeks at VDOE, and so I'm using a, I've created sort of a variation, a compressed variation on her session that was originally developed and given in the day long workshops. A lot of the principles are still the same. We have two learning objectives, okay. First learning objective is for you to be able to think about some of the factors and revisit some of those factors that influence the kind of data that you'll see when you pull the report. Or if you're if you see the report. What are the kinds of things that may influence whether or not the students have growth percentiles, and whether or not the information is representative of any particular group.

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Dr. Garner: And then secondly to understand and really sort of drill home this idea that it's one additional tool, obviously there are other tools that you have both at the student level and at the aggregate level. You have different ways of looking at this information, and so where this piece of the puzzle sits may depend on here I go with analogies again, which puzzle you're trying to complete, okay. So, many of you when you looked at that big sheet, and I had a few quick conversations with you over lunch about this. In looking at this spreadsheet and seeing that there might be ways that you can filter the data, I had a question about filtering data, about sorting data. And indeed because it's a

spreadsheet based application, you can download the data, and you can look at it in various ways. So you have different options for sorting the data, how many of you routinely work with large-scale databases at the division level? Anybody, a couple of people.

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Dr. Garner: Or you may request a query, how many of you have requested a query to the division data manager, and say I want to see this or can you show me what this looks like? So for the growth percentile report you can look at things by the SOL test, you can look at it by proficiency level, you can look at all of your you know kids that aren't meeting proficiency, and you can have a look at where they stand in terms of growth percentiles and things like that. You can look at gender, you can look at disability status, you can look at LEP status, and you can look at it by testing year. And that's important as we move forward, because you'll be able to gather more and more historical data and so you can look for trends over time if you choose to do that. And that may be particularly important if you're in a smaller division, where you may not have you know, tens, or dozens and dozens of students taking particular tests in particular grade levels for any given year. Maybe more meaningful for you in that case to kind of wait a few years and then see what's happening over time.

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Dr. Garner: There are some issues considerations that we want to walk you through just so that you're, you know they are at the front of our minds when we're thinking about pulling this data together. So the data is provided to you at the individual level, and so it's you know, it's private student information in that sense. But once the data or the reports that you generate are at the aggregate level, then they may be subject to release under Virginia's Freedom of Information Act, or FOIA. And so I know that this is something that's probably not new to any of you, but I just want to put it out there, and say of course if you're generating aggregate data reports that it may be subject to FOIA. The second issue that we're going to talk about is about N counts, N stands for number. Number of cases.

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Dr. Garner: So you know we don't want to make generalizations about large numbers of students based on the data that comes from a very small group of students. Okay, and again it's probably not news to you, but we want to think about that when you're looking at this aggregated data. We also want to think about the unavailable data, so the student for whom you do not have growth data. You want to ask yourselves questions,

is this group that I have data for , are they representative of any given group that I'm trying to make a decision about, or I'm trying to ask a question about? The proportion of students that you have data for, versus do not have data for may have significant implications for how you want to use that data, and even whether or not it's appropriate to use that data. Okay, I was working with a division recently where they pulled the data, and they had data for about 40% of their children, instead of the about 70% that we would expect.

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Dr. Garner: And so obviously that has some implications in terms of well which children are we talking about, which schools are we talking about, which grade levels are we talking about, how do we want to use that data? So of course you want to be informed about that. We want to look at the growth data in relation to other sources of data. Growth in it of itself cannot tell you what, what's the big thing it can't tell you if you look at the growth percentile, what do you not know about that student's SOL test score? You don't know if they're proficient, advanced proficient, below proficiency. You don't know that, all you know is what their growth percentile is, okay, so right there and then we want to say, okay maybe we want to cross tabulate that right from the beginning. And then finally again to think about this in terms of associating this with specific classrooms, and specific teachers.

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Dr. Garner: And I'm not just talking about teacher evaluation, I'm talking about walking the halls and figuring out what might be going on in particular classrooms with particular interventions. Or particular grade levels, if there is a grade level team that's made decisions about something. Think about the accuracy with which you tie the student to that teacher to that classroom. Okay. Okay, all of those qualifiers and everything kind of out the way here, we've already covered that. Here is one example of how the data could be shown in, in table form. Okay, so if we look at the table we'll see I'll come over here for these guys, we've got the student growth percentile level on the top. Then we've got the test level, and this is just one grade level. Just to keep things simple for presentation purposes.

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Dr. Garner: Now of course you could do this for all of your grade levels, let's say the middle school level. Or at the elementary level. Or you could do it for all of your schools for a given grade level. That's going to depend on what question you're asking. Okay, then what we've got is we have the proficiency level, so we have it categorized

into fail, pass proficient, and pass advanced. And then if you'll see here how we've got the N, the N count. And we've got it for those students for whom we don't have data. Those students who fall into the low growth category, which was which growth percentile range? 1 thru 34ish, people okay. Moderate growth would be? 35 to 65, so high would be 66 to 99.

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Dr. Garner: Okay good you're still awake I know that much, it's good. So here what we've got is one way of depicting this, so sort of breaking it down and looking, see what could be going on. So here we've got data from one school, one grade level, one test, and we're looking at what's happening overall. One of the things that we want to bare in mind though, is if you look at the N count here, it's relatively small. Okay, and so two questions arise. One is, is it really appropriate to make any kind of decision based on six students, or seven students? No. Okay, so we know that for example, and these are guidelines, rules of thumb that in working with VDOE we've sort of come up with, and we are ODU, we're investigating the reliabilities at various levels and the N count is associated with reaching certain criterion in terms of reliabilities for this aggregate data.

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Dr. Garner: Here we know for example, less than 15 students per group is really too small to be making high stakes decisions about what's going on with that particular group of students, or what's going on with that grade level. If we go up to thirty we can say, well up to thirty that's probably too small to be making high stakes decisions. So that's one area, that's that small N count. And depending on which group of students you're looking at this for, you may or may not run into that as an issue. So if you're looking at the whole school that may not be such an issue, but let's say you wanted to pull a subgroup for whatever reason, or by whatever criteria or characteristic. Then you may be faced with a pretty small number of students.

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Dr. Garner: And so then you know obviously you're gonna not just make the decision based on this, you're gonna look at other things too. But the other thing that we want to bare in mind is if you look at this missing SGP, or the number of students for whom the growth percentile was not provided, look at it as a proportion of the total number of students. Cause that really makes a difference, if we're trying to make a decision about lets say sixth grade, we're looking at the sixth grade for some reason, and we find that thirty percent of the students don't have growth data, then you know thirty percent versus five percent not having growth data that's a very different picture in terms of how

complete is our knowledge about what's going on here for performance, or proficiency versus progress.

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Dr. Garner: Does that make sense? Okay. So, again this is sort of a juristic representation here in terms of red meaning stop, yellow meaning caution, you know and green meaning it's probably okay. So if you think about the percentage of students that you have missing or that you don't have growth data for, that's something that should be tabulated in with that other cross tabulation. Okay, if you have about ten percent or less missing data for any particular group of students, then you can be fairly confident that the conclusion or the picture that you're seeing is representative of that group of students. Is it representative of all the students in your school? That's not what we're talking about, we're talking about the students that we're trying to make that decision about.

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Dr. Garner: Or you're looking into, you're trying to investigate what's going on. If we're talking about fifteen to about thirty percent of the data, or thirty percent of the students who took the test don't have growth data, then you want to exercise some caution. And any more than that you really can't say that you've got a representative data set form which to make decisions. That make sense? It's no different from looking at any source of data, you always want to think about what's not there, what am I not seeing? Is there a systematic reason why there are students who don't have growth data? What's one of the biggest reasons that you wouldn't have growth data? Transiency, okay, in and out of state transiency. What's another reason?

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[Audience Response]: Advanced students.

Dr. Garner: Passed advanced two years in a row. So if all of your high achieving, or all of your high achieving kids aren't, they don't have growth data there, then obviously making a generalization about all of those children is not necessarily the best idea. You want to think about who is this data relating to. Okay. Here is an example, and we use this example because it's, it's illustrative of how things can get kind of shifted around depending on whether or not you include the students that you don't have data for. So this is an example again from elementary school, middle school blend from third grade up to sixth grade reading. And what we've got here is we've got the students for whom

you don't have growth data, the students for whom we have low growth percentiles, moderate growth percentiles, and high growth percentiles.

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Dr. Garner: So what can we tell from this? Is there a grade level that we might be particularly focused on from looking at this? Where does your eye go when you look at this? Fourth grade? Fourth grade, so you look at fourth grade, why do we look at fourth grade? Right, so you've got a high percentage of students with a low category of growth percentile, okay. Then we look at, well what about hmm, hmm, fourth, fifth, sixth grade. Anybody drawn to looking at any other grade level?

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Dr. Garner: Right, so we, we've got sixth grade, we've got thirty-five percent of the students that took the test don't have a growth percentile. Now do we know why? We'd have to go and look right, because it's one thing to say they don't have a growth percentile because many of them are taking the alternative test. Right, that's a different school context than saying, thirty-five percent of them most of them are scoring two years pass advanced, and that's why they don't have growth percentile. So you always want to, when you see that you want to look at the proportion of students that you don't have data for, and then understand the reason. And that reason may vary by school, it may vary by grade level, it may vary by subject area. Okay, so we always want to be aware of what you're seeing, and what's not being shown.

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Dr. Garner: So let me ask you what's not being shown on that graph? What do we not know? It's after lunch. [Laughter] I'm asking you to think. Right, the proficiency levels so we don't know based on this if you were to just look at growth percentiles, we don't know how well they did. We don't know if you know, at forty-eight percent with a low growth percentile, but they're all scoring for the first, you know they're all in 480s, 490s. We don't know that. Or are they low growth percentile, and they're all scoring at 275, 280, 300. That's a different problem right, that's a different context.

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Dr. Garner: So that's something we might want to be aware of, don't look at this in isolation right, and you know that. You don't look at one piece of information in isolation, you try and build that mosaic, build that picture. Okay. Here's the reason why, here's the reason why the percentage or proportion of students with missing data

is important. So if we look at this graph on the right, this is the same, comes from the same numbers. But what happened here? For example. What do you notice about the percentages?

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Dr. Garner: So the percentages have, have done what? They've changed. Right. So now if we were to look at this and say, fifty-eight percent of my fourth grade students have a low growth percentile, I can't say that. I can say, of the students who took the test and who have growth percentiles, different set of students. Okay. You see where I'm going with this, so if you're thinking about your grade level, or you're thinking about a school, or you're thinking about a group of kids you always have to think about who do I have data for, and what happens when I take out that group of students who are still there because they took the test, but they don't have growth data?

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Dr. Garner: It's not that this is wrong, its just there has to be that proviso, that qualifier in there. Who are you talking about when you're talking about fifty-eight percent of the students. We're not talking about fifty-eight percent of my fourth graders, we're talking about fifty-eight percent of my fourth graders who took the test and who I have growth data for. Okay, like uh after lunch. Does not compute. Make, make it a little easier. Don't do that. Okay, don't do that, unless you're very confident that you can describe exactly who this is for. So who am I talking about? But even then, it's just growth data. It's not telling you how did these kids do on the test. Okay. And then it's, it's different from for example we're used to looking at just the proficiency score, right, you're used to getting a picture of performance based on looking at percentages of kids who scored each of those categories.

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Dr. Garner: All right, if you flip it and say well now we're just gonna pull all the growth percentile data, and we're gonna present it the same way we would the SOL scale scores, it doesn't tell you the same thing. It doesn't, you're missing that whole performance piece. You've got progress but no performance, so we need both to work together. Okay. Okay, so just to come back and emphasize that one of the ways that you may want to look at this may be by a particular either a subgroup of grade level, or a group that maybe experiencing you know one intervention year on year on year or something like that. Pull it out that way, but always consider proficiency and growth in the same context, the same query.

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Dr. Garner: Otherwise you're gonna get you know kind of a skewed view, and secondly always consider what proportion of the students that took the test are we looking at here. Before we go ahead and start to see, I don't know about you , but I look at numbers and I start going oh, what if it's this and what if it's that? And I get you know all into it that way, you have to think about well, you know how big of a number am I really talking about. And that might have different consequences if I'm in a very large school divisions, versus a very small school division. If the percentages are the same in a large school division and a small school division it's gonna tell you different things. It's also gonna tell you different things based on whether this is for one school or multiple schools. Or one grade level, or multiple grade levels, okay. If you you know dealing a the elementary level and you're not in departments, and you've got teachers teaching reading and math and you're looking at these kids together.

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Dr. Garner: You know, what are you see in gas a pattern, are you seeing proficiency and growth looking a certain way in reading versus a certain way in math? You know that's how you can look at it but with the proviso you want to make sure you always have enough students to say this is representative of the students who took the test. Otherwise you're jumping on something that may or may not be a true representation of what's happening to all of your students. Okay, I feel like I'm, but you know, that's what it is. Okay, let's do a short activity, if you go back to your activity packet and look at the following page where you have a graph. And then you have some individual student data underneath it.

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Dr. Garner: This activity actually serves multiple purposes depending on what level, what lense you want to look at the data through. So one way to look at it is to just be able to pinpoint proficiency, growth, where do they end up. So just being able to map the performance category, the growth category and being able to put those two things together. That's one purpose that it can serve. But a second purpose, and perhaps a purpose that's more relevant for a tier of support, multiple tiers of support is to think about, okay so let's say I have one individual student and this is their proficiency and growth combination. Ask yourself, well is that student typical or atypical? Is this student representing something that may be a pattern or a trend that I may be seeing over and over again?

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Dr. Garner: So first level, first time around growth and proficiency. Second time around have a look at it and say well are they typical, or are they atypical. Are they representative, are they not so representative? What's going on here? So I'm gonna walk you through the graph, and then I'm gonna give you some time to discuss at your tables. On the graph here what we have is the sixth grade proficiency category broken down here. So we have failing, proficient, and advanced proficient. We also have the percentages of students, okay in each category. What I want you to do is see if you can map for each of those students, map their proficiency and their growth. Figure out whether they're pass, pass advanced, failing. Figure out whether they're low, medium, or high, low, moderate, or high growth.

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Dr. Garner: Figure out now where would they be on that graph. Okay. You're like I wish we'd have had cupcakes now for lunch then I could deal with it. Okay, so go ahead and have a conversation at your tables, see if you can do that it's gonna serve multiple purposes. It's gonna be a comprehension check for you, and also a way of thinking about whether or not individual students might be representative of a larger group of students. [Tape Cuts] Let's go through this together, and I do realize that the colors didn't transfer very well, I should have done some nice like zebra pattern and, camo bars here on here. So I apologize for that. So lets look at the first student, we have a student that has a growth percentile of 30, and they have an SOL score of 498. So where does that put them on that graph?

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Dr. Garner: Are they in the fail, proficient, advanced proficient? They're in proficient, and they're in the low growth. Okay, so good. So we mapped it. So how typical are they of your lets say you're proficient readers? Fairly typical right, they're one of you know fifty-two percent of your proficient readers. Okay, lets look at student B, so student B has a growth percentile of eighty-one. Okay, and they have passed proficient, passed advanced. Just making sure you're still awake, okay. Pass advanced, okay so they're on the, they're over here, and where are they?

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Dr. Garner: Okay, high growth. Are they typical? Not really. Okay, student C has a growth percentile of fifty-five and a score of 398, so where are they? Right, so they're down here, and they have a growth percentile that puts them in the moderate range. Okay, so they're not necessarily very typical of that group of students. Student D, has a

growth percentile of thirty. And an SOL score of 450. Okay. So they're in the proficient range, and again they're in the low. Okay. Okay, and then student E, is doesn't have a growth percentile do we know why? No. they could be in the, that you know pass advanced two years in a row right?

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Dr. Garner: Cause look at their SOL score, 591. But you don't know that until we go back and we pull the data, okay. So they would be a lets see, sixth grade passed advanced, and they would be one of your missing folks right here okay. Okay, so hopefully that was helpful for you to map growth with proficiency, but also to think about you know we, we think about progress monitoring, everything from the student level up to essentially monitoring system performance right. So this is kind of trying to see okay what's happening at the individual level, but what's happening at the group level. And is this individual, if we're thinking about, sometimes we think about a particular kid as being oh well this is working or this is not working, or let's do this or let's try this. Is that child typical of the whole you know population of students that you would apply this to?

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Dr. Garner: It may or may not be. Does it offer you the answers absolutely not, does it raise questions? Perhaps. Okay, yeah. So the question was ,let me get the question right, so the twenty-fiver percent missing, the question was the reliability in terms of making decisions would the be lower? It really depends on what kind of decision you're thinking about making, and whether or not when you look at that group of students is the, are the group of students that you have data for is that representative of the whole group of students that would be impacted by that decision. Okay. So it, it may or may not be depending on you know, if you're looking at sixth grade you may be looking at sixth grade as a whole.

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Dr. Garner: Or you may be looking at well I'd like to try something with my sixth grade students who are not reaching proficiency and who have low growth. That's a different kind of question, and so you're wanting to look at, you're wanting to slice this a slightly different way. That make sense? You always, always, always want to look at the growth and the proficiency together. If you just look at proficiency you may miss out on some you know picture about previous trajectory, it's not gonna tell you about future trajectory, its' gonna tell you about pervious trajectory. If you just look at growth, obviously you don't know what the proficiency level is, and at the end of the day you know we care about all of the students progress, and we care about all the student

proficiency, we want to get those kids who are not meeting the proficient level and perhaps they're the ones that we're not seeing the progress that we would like to.

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Dr. Garner: Those might be the ones to focus on. That's one way of looking at it, right sixty-four percent of your students that are failing but they have high growth. That might beg the question, you know what's happening to them fifth to sixth grade? You also though you probably want to look and see okay so they're high growth, are they you know all around the moderate sixties, or are they like way up there on the high growth. That might tell you something different too. Great questions. And don't forget you can keep writing questions to me on the pads. Okay. So, as you know this is a slide that I've shown to different audiences, but perhaps for you thinking about RtI, or thinking about these different tiers of support you know this because you live and breathe this with this particular project that you're involved in.

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Dr. Garner: But we're not making decisions based on piece of data, whether that's at the student level, whether that's at the classroom level, whether it's at the grade level, whether it's at the school level, whether it's for one particular subject area if you're thinking about an intervention. You know does an intervention work? It's not going to live or die by one number alone. Right. At least I would hope not, so we know there are multiple sources of data available for decision-making. There are many more available than I have depicted here, so you have of course you have your benchmark assessments, your short cycle assessments, you have your other progress monitoring tools. Your classroom based assessments, you have other forms of formative data. You also have you know grade, you have attendance data, you have other screening tools that you may use especially in the lower grades, right?

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Dr. Garner: You now have in addition to the once year information about SOL proficiency, now you have just something that makes that perhaps a little bit richer. You have the growth data that goes along with it, but you only have it fourth through eighth grade for reading, and fourth through ninth grade, Algebra I for math. So those of you who are thinking about this at the early elementary level, or thinking about what do we do as we're moving from middle to high school. Obviously there are some questions we can't address with growth data. Okay. I think we talked about teacher issues. So just to recap. And I've had a couple of conversations at tables with you about aggregate data may be subject to release under Freedom of Information Act, we know that. So it's

challenging right, you want to look at this data obviously it may be subject to release. That's an individual division decision.

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Dr. Garner: We know that small N counts are problematic. Right, if you have small N counts you may be looking at things over time to give you a better sense of what's happening. We want to look at the unavailable, or the missing data. So what proportion of students who took the test do I have growth data for? One of the very first sort of initial questions that you want to ask is how much data do I have to work with here? Am I missing big chunks of data for certain groups of students, and if so how do I characterize those groups. Okay, I can't make decisions about a group of students, or about a particular grade level or curriculum or intervention if I, if I only have a slice of that whole data set. The growth data obviously need to be looked at in context, you know that. And we also know when you're thinking about approaching principals, approaching teachers with this information, you know be careful about that linkage between what's happened in the past and the growth percentile that the student's been given.

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Dr. Garner: Whether or not that teacher was actually working with that student previously. Okay. Okay. We made it. We're at the last session, I love this session. This is where I get to really get to learn from you. So, we've done many things today. And I, I would hope that you've learned some basic concepts about growth data, you've learned some basic ways to approach looking at that data. You are now the experts for your divisions, okay. You're experts for your division in many ways I am sure of it. Now you are experts in growth data. Okay. One of the things we want to think about then now is how do I take this back to the division?

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Dr. Garner: How do I incorporate it, or what questions might I have about using it, or even wandering about whether or not it could be used for RtI. Okay. I'm now the expert for my division who's gonna stop me next time I'm walking down the hallway and ask a question. What kinds of questions may they ask? And how am I gonna answer them? Okay, those are all the things we're gonna think about now. Okay, so here are the, the learning objectives for this final session. We want to be able to explain to a variety of people what a growth percentile is, and how it's different from just looking at proficiency or achievement. A big one. That's a hard one okay. Think about all the groups of

stakeholders that you may, that may be touched by this information. How are you going to, how are you gonna address that.

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Dr. Garner: You're not on your own in doing that. You have handouts, and you have resources, and we're gonna talk through what some of those are to help you with that. Secondly think about appropriate strategies for communicating about this information in your division. And then thirdly if and how you might think about this in the context of that multi-tiered support system. Okay. So, I get to learn from you, we get to talk to each other, we get to learn from each other. In your activity packet you have a final sheet that's attached there. And you'll notice the second to last page has two tables on it. And the tables are blank. Which means you have some work to do. Okay. So, who are the key audiences for student growth information and what do they need to know? That's your first exercise as a table.

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Dr. Garner: But before you go into having that conversation, I want to point out some of the other handouts that you hopefully picked up as you came in this morning. You should have several documents that are actually available on the VDOE website already. The, there is an FAQ document, frequently asked questions about student growth percentiles, that I worked with Charles Tile (?) to put together. There is a sheet that's a reminder of the business rules. And an introduction to student growth percentiles. Okay. So you have those at your disposal, you have them there. On the web you have copies now you can take them, use them. Okay. So think about this at your table, I want you to try to come up with a list of who might have cause to view or use this information in the context of other information. And what they, what questions might they have about it.

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Dr. Garner: So lets spend a good ten minutes or so, lets talk about that and then we'll come back together. [Tape Cuts] Okay, so if I can ask for some people to volunteer so what kinds of people or groups of people may have questions about growth data, may have informational needs? Who, who might ask questions, or who might have cause to know or understand something about the student growth percentiles? Teachers. Okay, what kinds of teachers? All teachers.

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Dr. Garner: Especially right, classroom teachers. Right, special education teachers. Teachers who are teaching the subject areas that are being tested right. Who else might need to know, or might have benefit from knowing about growth data? Okay, so grade level teams at elementary, and then subject area teams maybe at the middle or high school.

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Dr. Garner: Yep, who else? Parents, that's an interesting group of people. Of which I am one I'll just say, fess up. That's a good question, are parents internal or external to the division? I don't want, that's a good question I guess it depends on who we're talking about. There is no directive to provide growth data to parents. Okay, so again it's a division level, it's a local decision. Now you may have educated parents, who have questions about growth data. They've either been on the VDOE website, they've found the growth data information, or they've been to you know other states department of education have lots of information about growth measures.

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Dr. Garner: And so they may have questions about it, but there is as far as I'm aware anyway there is no directive to provide the information to parents. Doesn't have to go on a report card. It's not going on the school report card, anything like that. Anyone else that needs to know about growth information, growth data? Right, so you may have students you know, they get a growth percentile it's just showing that they're making tremendous progress absolutely. It's a local decision that's all I can say. It's a local decision.

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Dr. Garner: Okay, we have, I have oops. I have a list here of some people some groups of people who may be interested in growth data. Now does that mean that they automatically should have access or should be able to query that data, that's a local decision okay. But obviously we have data managers, directors of instruction, directors of testing. Gifted education, especially if you're talking about those students that are performing at consistently high levels they wont' have growth data, it's important to have that conversation so that they understand why. Principals, instructional coaches, teachers who will have growth data, teachers who won't have growth data, and then school counselors and school psychologists. This is not an all-exhaustive list by any means, okay. This is just some of the groups of people who may have some questions. Okay, and then outside the division I guess parents made it to the outside list, my inside list was very long already.

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Dr. Garner: The media perhaps, school board members, maybe interested in seeing how the growth data is playing out at the local level. Realtors may be interested in it, local public representatives, public administrators may have cause to understand this. So I guess at the end of the day you know you have some tools now to help you have that conversation. You can always you know inbox that mailbox that I showed you at the beginning of the presentation, way back this morning. If you have additional questions, there is also the FAQ documents that are up there. And I will also say before we do the last activity, everything or a version of everything that I've presented today is in the final stages of being actually scripted out and reported. So that we can have it on the web for you to download and share it with your divisions, and they'll also be at least one webinar this spring that's focused more on data use.

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Dr. Garner: Rather than just the sort of basic introduction. Okay, now the last sheet. Here we are on the last sheet. What I'd like you to do is to finish up thinking about growth data, and think about in what ways might the growth data, or growth percentiles be incorporated into your response to intervention efforts. Is there a place for it? If there is a place for it where would there be a place for it? Okay. I'm not making an assumption that there is a place for it, depending on the particular question or intervention or issue or the specific to your local context, so the first question is, is there a place for it? If there is a place for it, what kind of place would it be? Okay, and how would you determine whether or not there's a place for it. There are other questions here.

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Dr. Garner: Such as who will have access to growth data in your division, something that you might want to think about. Especially now you're in a, maybe a building level team or a central office team thinking about RtI. What do people need to know? How might we want to present the information? How will we dispel potential misunderstandings about growth data? That's a biggie that we get. Notice that my phone number is not anywhere on here. Or my email, although you're welcome to email me. How will we dispel any potential misunderstandings, or you know help yourselves to sort of steer yourselves to appropriate ways to use the data. And away fro mother ways to use the data. I can hear some conversations beginning already. That's wonderful, no that's great, that's great, that's great, I don't want to hold you back. So let's spend the next, the remaining. Let's see what time is it?

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Dr. Garner: How long do we have left? Okay, we have about 15, 10-15 minutes left, so let's go ahead and have this conversation at the tables, and then we'll come back together in about ten minutes or so. [Tape Cuts] Okay, one more minute and then we'll come back together as a group.

00:52:00

Dr. Garner: [Tape Cuts] Really good conversations at the tables. Really good questions. And I don't pretend to have all the answers by any means, I do not have all the answers. I also know since we're a large group here that we, we unfortunately don't have the opportunity for everybody to report out, but I know, I'm hearing a lot of conversations about who will have access to this data, what it might be used for, and I think I was just talking with Cindy, but the lense with which, or the questions, the purpose with which you approach this data really matters. Whether you're approaching it from you k now a principal's perspective, whether you're approaching it from the classroom instructional perspective, or looking even at you know monitoring the whole.

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Dr. Garner: You know how are my elementary, how is my elementary reading program going, generally how is this going? All the way through to of course questions of teacher evaluation, I mean we know that that is, I wish I had like a big elephant, there is the elephant right here behind me you know. So we are, but it's just one, that's just one point, or one or course important area or aspect of this. But, hopefully what you've gathered today, and as you move forward into listening to Mark Shinn tomorrow, think about this data being perhaps one piece of the puzzle in looking at the system performance. You know how are we monitoring how things are going, we can monitor this over time. All right, and now you are the experts for your division. Different people will have heard this at different times in different ways, some people may have attended the daylong workshops we did.

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Dr. Garner: Some people may have attended webinars, some people may have just looked at things on the web. There will be other webinars and opportunities to think more about this information here. So I'm just gonna, uh summarize some key points here, and then I'll let Cindy talk for a few minutes and then we'll take a break. So, some of the next steps, and these are generic next steps. Not just attached to the tiered

system of support, this is just thinking about generally, this is a new statistic that Virginia has. We've just, we've just got it this fall so what might we want to do? You might want to identify some key people in the division who could act as leadership in terms of figuring out who do we even have data for, and is it representative of our student body? Is it representative of particular groups of students? Is it particular grade levels? Are there some grade levels where we feel more confident about using it than other grade level? Is it really across the board?

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Dr. Garner: Those kinds of questions have somebody or a team of people who can start to develop that expertise. And then secondly if you're thinking about aggregation, and again it's an if. If you're thinking about aggregation think about growth in the context of proficiency. So think about the representativeness of that data, are you seeing the full picture? Are there specific and systematic reasons why you're not seeing growth data for particular grade levels, or schools, or any other sort of subgroup that you might be looking at? Think about the percentage of students at each growth level, and proficiency level, and the percentage of students that don't have data. And then thirdly to think about some steps for communicating this among yourselves as a division. Communicating about using growth data in the division. And hopefully some of the, the very you know cursory FAQ documents and introductory documents and annotated report that I've given you today should give you kind of a starting point, in the sense of what you want to do.

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Dr. Garner: So with that I want to thank you very much for hanging in there with me, and I'm gonna turn over to Cindy. Thank you.

Dr. Cave: [Laughter] Thank you, just to make sure you're aware you have a little understatement now. Thank you so much, we appreciate that, what an eye-opening experience for us, and we really appreciate it. Thank you so much. [Applause] And now I wanted you are all empowered, and you are commissioned to go forth and go back and work with the folks in your school division to help them understand the potential of this source of data.

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Dr. Cave: We were having a conversation you may have gone to a training, or someone else may have gone to a training, and if you're one individual who's gone, you come back you think oh that's interesting, I wonder what they're gonna do with that you

know. Or you know, you may have gone with a couple of teams, and two or three people come back and say well we learned a lot about that, we should probably tell other folks, cause that's coming along at some time. So everyone might look at this and say, well yeah I wonder what's gonna happen. So you all are empowered and commissioned to go back and make it happen in terms of using the capacity that obviously this has. And as core members of systems change, as people who believe in using data, I think you're in a perfect position to deal with some of the fragmentation that might come about with growth percentiles, deal with some of the anxiety.

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Dr. Cave: That I'm sure exists when something new is being brought forth, and the word evaluation are associated with it. And you can, you can see that it's much broader, much deeper, much wider and has so many uses and you call can help people understand that. So I want to encourage you to do that, not that I have any authority whatsoever. But I will encourage you to do that. So, we are at another point go out and get some great food. And energized and put your nose against the window and look at the sun, and then but then you all know how, how good Regina is because you're seen her in the nuts and bolts. And so she has something fun planned for you really. That involves even some competition perhaps, so we have something planned as soon as you come back from break. Take about 15, thanks.

[Tape Ends]